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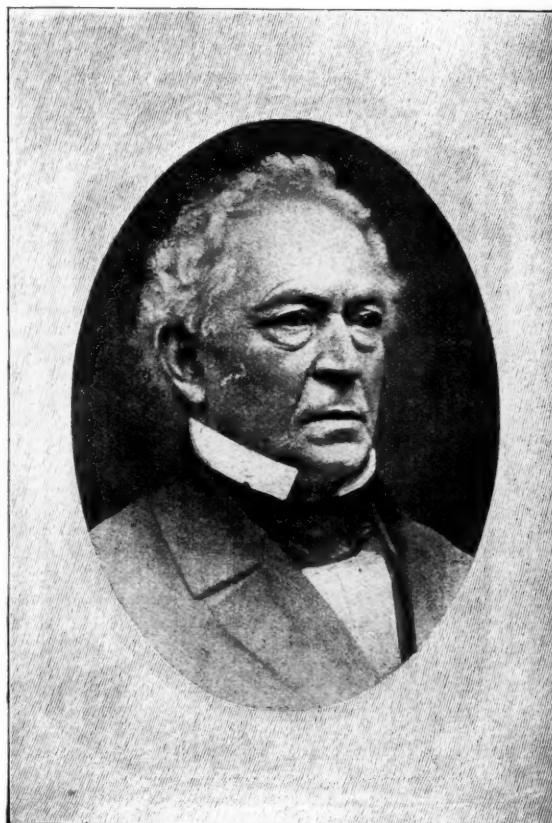
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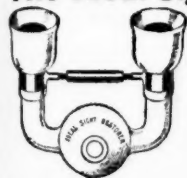
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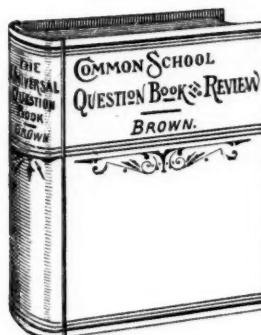
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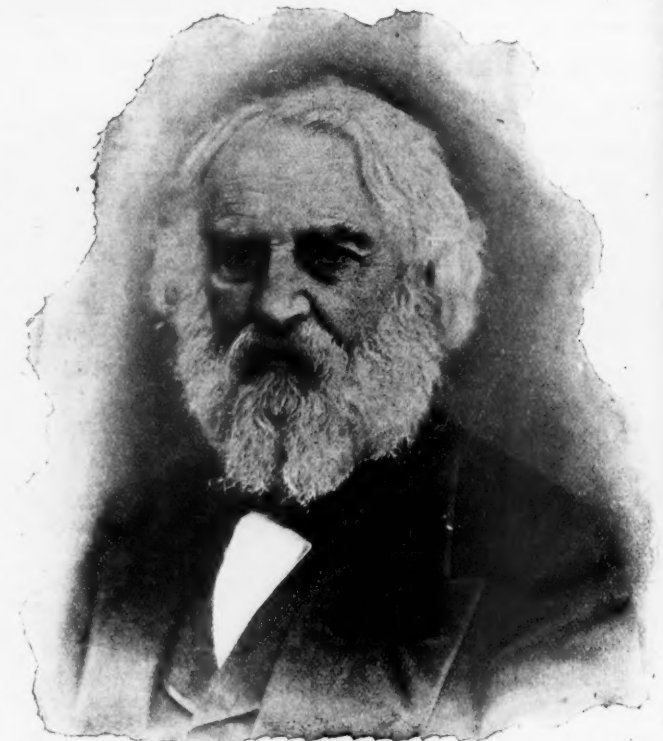
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ST. LOUIS, MO., FEBRUARY 9, 1899.

No. 2.

PERRIN & SMITH PRINTING CO., PROPRIETORS.

J. G. REYNOLDS, MANAGING EDITOR.

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Special Days. This short month of only twenty-eight days is crowded with celebrations and important events. That great weather prophet, the ground-hog, appears on the 2d and we all wish for a cloudy day that he may not see his shadow and return to his cavern to allow us to have six weeks more winter. Lincoln's birthday must be celebrated on the 12th and teachers are sorely puzzled to find suitable patriotic selections for that event. On the 14th St. Valentine with his darts of love appears, and we are sorry to say in these later years sometimes sending his darts of hate and spite as well.

Then on the 22d the birthday celebrations of the two great Americans, Washington and Lowell, and on the 27th the children's poet, Longfellow, will claim the attention of the school children. A short, busy month. Let us make the most of it for the children under our charge, knowing that we will never pass this way again.

Convict Made Books. The usual number of bills providing for the manufacture of school books by the convicts in State penitentiaries are being introduced in the State legislatures this year. The congressman who will seriously introduce such a measure certainly places a very low estimate upon the intelligence of the common people, his constituents. Every such bill should be buried in a

deep, dark, damp, dusty, decomposing pigeon hole from which it may never emerge.

The Columbus Meeting. The Department of Superintendence of the N. E. A. is the great educational meeting this month. It will be held at Columbus, O., February 21-23. The program is a very strong one, especially interesting to the school superintendent. Last year many boards of education not only allowed their superintendent time to attend this great educational gathering, but paid his expenses as well. The plan is a good one and we hope it will spread. The superintendent returns from these meetings thoroughly charged with educational enthusiasm and energy and this is conveyed to his teachers and thus new power is generated.

Dr. W. T. Harris will make an address on "How the Superintendent Can Make Good Teachers Out of Poor Ones," and if he succeeds in teaching this to the superintendents we feel quite sure it will pay school boards everywhere to send their superintendent.

American Sculptors. Now that the funds are raised to build "this grand Lafayette monument" we certainly hope that American genius may be given an opportunity to compete with the sculptors of the world in submitting models and that this statue to the great patriot and philanthropist may be executed in the republic he helped to create. We understand the promoters of the plan have awarded the work of construction to two foreign artists without even giving Americans a chance to compete for the honor, and we fully concur with the following protest:

Mr. Charles H. Niehaus, the New York sculptor, addressed in an open letter on the subject to William R. Day, late Secretary of State, Senator W. B. Allison, Ferdinand W. Peck, American Commissioner to the Paris Exposition, and Robert J.

Thompson, all members of the Lafayette Memorial Commission. Mr. Niehaus says:

"Gentlemen—I am told by one of your committee of experts that Carl Bitter, an Austrian, and Paul Bartlett, for twenty-five years a resident of France, have been chosen to make the monument to Lafayette for the City of Paris.

"These clever decorative modelers have as yet done nothing of a serious nature in public sculpture and should not be employed to represent this country in Paris unless they can demonstrate their fitness through competition.

"You will agree with me this is a great public trust you have in hand and not a private benefaction for favorites of the President of the Scripture Society.

"Open the whole matter to competition and let the competing artists choose experts to pass upon their models. Let me say to you that if this work, to be paid for by American school children, is opened for competition, it will be shown there are sculptors here who are not servile imitators of the French, but capable of personal work.

"Give this country a chance to show France and the world that it has passed beyond its period of provincialism in the art of sculpture, as in everything else."

Mr. Niehaus certainly has voiced the sentiments of the school children and their teachers and, we believe, of the American people. The proposed monument is a tribute of love and esteem for a great and good man and if possible American hands should form this emblem of love into the image of Lafayette.

Education in the South.

The educational problems for each community must be largely settled by that community. It is true there is much in common all over our country, the general plan is the same, yet the minute workings by which this educational system is applied to each community is as diverse almost as the settlements themselves. In two cities of about equal size, employing twelve teachers each, located in the same county, not more than twelve miles apart, one a manufacturing and mining town, the other a college town, there is found much greater contrast than exists between the schools of New York and San Francisco.

The educational problems of the South are in many ways unique and entirely different from those of the North. We are glad to see that the educators of the South are planning for a more harmoni-

ous and united effort to study these problems than have ever been attempted before.

At the late meeting of the Southern Educational Association, as recommended by President George J. Ramsey, a committee was appointed to arrange for the better and more closely uniting of the various State Teachers' Associations of the South and for their closer affiliation with the Southern Educational Association. This committee reported as follows:

"Whereas, One of the greatest needs of the educational interests of the South is a more complete organization of those engaged in various lines of educational work, in order to further the self-improvement of the teachers now in service and to secure co-operation and harmony of effort in the accomplishment of the legitimate work of the profession; be it

Resolved, 1. That a committee of ten, consisting of the outgoing President of this association, as chairman, and nine others appointed by him, shall be intrusted with the work of formulating a plan which shall have in view (a) the organization of local clubs or leagues among teachers reorganizing the county institutes, State associations and other educational organizations and agencies already existing; (b) the federation of such local clubs into State associations, and (c) the establishment of some organic relationship if possible between such organizations and the Southern Educational Association.

2. That the committee shall be empowered to put into immediate execution such plan as it may adopt, and shall report the progress made to the next meeting of this association.

3. That an amount not exceeding \$50 from any moneys of this association not otherwise appropriated shall be placed at the disposal of this committee for the accomplishment of the work intrusted to it.

Two things this committee ought to keep constantly in view, agitation and organization. There is a self-satisfied kind of lethargy among, not only the communities, but the teachers as well, that needs stirring up, agitation until there is more life and then this life needs better organization to put it to its best use. We must unite the workers and lead them to a greater appreciation of the problems before them, and then we will be able to divide the work so that it may be most speedily and harmoniously accomplished. Let every educator in the South assist this committee and work for close, more effective and more harmonious organization.



PLAIN TALKS TO YOUNG TEACHERS.

II.

BY I. W. HOWERTH, PH. D.

I believe that very few teachers have a full comprehension of the magnitude of their work or the weight of their responsibility. They undertake with the utmost complacency to mold the plastic mind without the slightest knowledge of its laws of action, and often indeed with a very vaguely defined idea of the fact that such laws exist. They are therefore likely to take a narrow view of their profession, looking upon themselves as a sort of board of equalization to adjust deficiencies in knowledge on the part of their pupils. But the true teacher, you are told, is a character builder, who, looking far beyond the present, sees in the future the result of his work in higher living and better thinking on the part of those who have been under his charge. He realizes that he is not simply a taskmaster, but that he is an instrument in society for preparing its raw material for a place in the home, in the state and in society. I am speaking of the true teacher, and with Holland I am sorry for that person who did not have at some period of his childhood or youth one teacher who filled him with an enthusiasm for study and brought him into a love with knowledge and into a genuine delight in the exercise of his intellectual faculties, that is, in plain English, a teacher who knew his business. The teacher who sees only his routine of work and feels no sense of awe in regard to its magnitude and his own responsibility is "short" on the qualities of a good teacher. The engineer at the throttle of his engine feels, as his train rushes on bearing its load of human freight, a great weight of responsibility, for he knows that upon him depend to a certain extent the personal safety of the passengers and that he will be held accountable for any negligence of duty. But really the responsibility of the teacher who takes in his care not the lives alone but the souls of 50 or 60 boys and girls who will bear the impress of his influence for time and eternity is still more solemn and awful. He cannot tell what word or action of his will blast the soul of the child forever, for no

one knows neither the day nor the hour when that supreme moment comes in the life of the child which decides his destiny. It is an awful thing, to be sure, to carelessly wreck a train and destroy the lives of passengers, but the indifferent, incompetent teacher outdoes this when his incompetency and negligence result in wrecking a soul. This is preaching, is it? Well, preaching has its uses. You must know, aye, and feel, that your work is the preparation of boys and girls for life, or rather a constant influence upon their lives, in order to appreciate your responsibility. If you really feel none of this sense of responsibility, I think you would better consider your adaptability to the cultivation of the growing corn, or if you are a young woman, the manipulation of the time honored dishrag should probably be your vocation.

Now do you think any one feeling the responsibility I have suggested will not want to use all means in his power to prepare himself for his work? You would condemn a lawyer if through his ignorance of the law he should lose your case, nor would you hold the physician guiltless if his practice continually increased the prosperity of the undertaker. But I am afraid we must confess that in most communities the teacher may enter his profession without having anything like adequate preparation, and practically kill off four or five schools and destroy the interest of two or three hundred pupils, and yet give "excellent satisfaction" to the people. Now, it is a mark of the true teacher that he is not satisfied merely with giving satisfaction to the people. He reads school journals, buys book on teaching, visits schools, studies child nature and in every way possible endeavors to improve his power and his knowledge of his profession. It is true, in a sense, that the teacher is born, not made, but properly speaking, he is both born and made. It is a pitiful spectacle to see a teacher who imagines that the process of his preparation was completed at his birth. He belongs to that "self sufficient, all sufficient" class whose work will not bear inspection. They are usually noisy fellows, and they succeed in attracting some attention to themselves. Self assertion is not in itself a bad quality. It is only when it takes the place of knowledge that it is to be condemned. These self sufficient teachers are like a city set upon a hill—they cannot be hid. They do not like their light to be placed under a bushel, although a much smaller space might tax its illuminating power. It is unfortunate for the teaching profession and for society that the disposition of the public to be humbugged allows such teachers to pass current for the genuine article. The evil that they do lives after them. In their ignorance of the

fundamental principles of teaching, their low ideal of their work and their self importance they are able to inflict an injury upon the body politic which science and self sacrifice cannot efface in years. But I need say nothing more of this class of teachers. You do not belong to it.

You can see at once that the true teacher cannot feel a great amount of self-assurance. He is conscious of his faults and seeks every opportunity to remedy them. Books and papers are his friends, for there he may read the thoughts of others and correct his own. He watches carefully the rocks upon which others have drifted and steers for the light-houses erected at those points where the experience of others has discovered dangerous shoals and breakers, and no matter to what degree of perfection he may arrive he still sees, like Newton, the great ocean of truth unexplored before him. Thus the true teacher is a student and his pupils drink from a running brook and not from a stagnant pool. Like every diligent searcher for truth he is humbly willing to sit at the feet of the child that he may learn wisdom from his lips. He is not an advocate of the doctrine that anybody can teach school, but regards his profession as a science, and its application as an art, and he seeks to improve his knowledge of the underlying principles of the one and the latest and most improved methods of the other. Be you also one of these.

RECITATIONS AND WORRY.

BY W. E. DAVIS, A. M.

When guests have accepted an invitation to dinner the good hostess does not trouble herself with "Will they have an appetite?" She concerns herself with preparing a good dinner, well cooked, well arranged, well served and in quantity a little more than can be consumed. The appetites of the guests have been whetted by their individual attention to individual duties and its gratification brings greater pleasure if there are no dyspeptics in the company.

When pupils have been assigned a lesson, the good teacher does not trouble herself with "Will they be sons?" She concerns herself with preparing a good form of class drill, well thought out, well introduced, well directed, and in resources a little more than can be used in one recitation period. The interest of the pupils has been aroused by their individual study and its satisfaction is enhanced by the absence of malcontents or mental dyspeptics.

Good teachers should have no more concern about pupils getting their lessons than good hostesses have about their guests' appetites.

Sometimes a guest has so abused his digestion that special dishes must be prepared. The skillful hostess is she who does this most gracefully, both in the preparation and in the serving; with genuine politeness, not giving undue prominence to her effort nor to his weakness, and not impairing the appetites of his fellow guests.

Sometimes a pupil is not up with his grade, or perhaps has so abused his privileges that special effort is needed for him. The skillful teacher is she who puts forth this effort most tactfully, attracting the least attention to herself and to the pupil, and with the least detracting of interest from the entire class.

The parallelism can be carried further.

Good housekeepers purchase books of recipes and directions pertaining to the kitchen, the dining room and the parlor. They subscribe for periodicals edited by those who study domestic problems and suggest solutions. Ofttimes the recipe must be changed a little, the tableware is less abundant, the parlor contains fewer attractions, hence the home maker must employ her own resources to make the best of what she possesses.

In like manner good teachers purchase books on their profession and subscribe for papers edited by those who think much on educational problems and suggest solutions for them. In nearly all cases the suggestions cannot be followed literally, the pupils are different, there is less time for the work, the apparatus is not so complete; hence the school maker must introduce her own originality to make the best of her opportunity.

Give thought to the recitation, be skillful in managing it, endeavor to give each pupil a chance to do his best (and this means much, for some teachers ask questions of a pupil with full knowledge that that pupil cannot answer the questions correctly. Does the good hostess run such risks?, and the worry about uninteresting recitations and pupils not having their lessons will disappear.

Carbondale, Ill., January 16, 1899.

HOW NATURE SLEEPS.

BY BESSIE L. PUTNAM.

A contributor to a prominent magazine recently gave an account of his visit to a menagerie in the wee small hours, and the characteristic attitudes of the animals during sleep, their individual methods of enduring disturbances, etc., as described by him indicate that those who see them only during the regular exhibition hours can form but a very inaccurate idea of their life behind the bars.

We say that nature sleeps in winter, but if we trouble ourselves to make investigations we find that it is rarely without one eye open. That as the frozen rill bursts into new life with the first warm rays, a thousand forms in animal and vegetable life are simply waiting, fully equipped, for the signal to arise and go forth.

Even the housefly, hidden in some corner overlooked by the careful housewife, marches forth as nimble as ever when the warm sunshine of a mid-winter day floods the window with glow. A few hours before it was apparently lifeless, and so it will be again when the temperature falls, the alternate freezing and thawing seemingly having little effect on its vital powers.

In the woods there is a careful autumn preparation for a general awakening that is prominent on all sides. The delicate ferns did not fade last year until they had formed, deep in among their roots, embryo fronds closely mantled in wool, to be their successors. The mandrake does not cast its old leaves in autumn until a new subterranean bud is formed; and this opened shows even to the naked eye the well-known umbrella-like leaves surmounted by the floral bud. The arbutus, hepatica and bloodroot each form their flower buds in autumn, so that they may get an early start in spring. The dogwood, sassafras, maple, elm and a host more of early flowering plants and trees exhibit this same forethought. And the witch hazel, still more progressive, quite loses its balance in its haste and presents its crimped petals to the autumn breezes, ripening its fruit the next year.

After noticing a few specimens we almost come to the conclusion that budmaking is an enterprise largely carried on in autumn and that when spring is seemingly calling forth herculean exertion on the part of nature, the phenomena are simply a maturing of labors months before, all but completed.

But how are the tiny buds protected from cold? Some, like the pussy willow and fern frond, are wrapped in a mantle of wool. Others, like the hickory, are encased in a varnished covering impervious to snow and ice. Some again, as the mandrake and bloodroot, are so deeply buried in the soil or fallen leaves as to be protected. All are in an adequate way shielded.

THOUGHTS ON TRAINING.

BY JAS. T. HORN.

An education is valuable when looked at only from a getting information point of view, but that is not the real object of education.

Education is a waking up, the word is derived

from the Latin word, *educio*, I lead out. And if education does not wake up and lead out the faculties of the mind it is not the genuine article. Many teachers see the end but not the means, they mistake cramming for educating. Whatever one's calling may be in life he needs a trained mind, one that is ready on the instant, not to-morrow or next week. An afterthought is a beautiful possibility to fit a lost opportunity. It is like a night telegram, it is not delivered until the next morning.

Many subjects which are never mastered by pupils might have been mastered had they received the proper mental training in the beginning. How, you ask, is the teacher to so train the mind? I answer by the system of "Analysis, Law and Analogy." This is the mind's natural mode of developing itself. This process is seen in the natural working of a little child's mind, before it has been perverted by wrong education. It is a fact that the growth of a little child's mind during the first six or eight years of its life is wonderful. And this is the process which its mind pursues. It is constantly seeking to trace effects back to causes. It seeks to know the how and the why? The law governing what it sees. Then the child, wiser than it knows, grasps the great truth that all law is universal, and reasons thus: "If that is so then this is so," or "If that is the cause this will be the effect." Now this is the condition of a healthy mind, it makes no difference what the age of the individual may be. But as the individual increases in years, so should the faculties increase in power. Just how much a child is able to understand at different periods of life, in order that the faculties may develop properly and fully in their proper order, is a question of great importance and one that probably never can be answered satisfactorily. Everything depends upon existing circumstances, but as a rule I do not believe pupils are given as much of some subjects as they are able to comprehend. Sometimes a lasting injury is done to pupils by keeping them on the simplest kind of work while all the time they are capable of doing more difficult work.

When this work is not given them, the faculties are dwarfed and though they may be exercised later, they will never attain the perfect development that would have been possible had the cultivation begun at first.

Take for instance the subject of arithmetic. Children love the practice of arithmetic early in life while the real science should not be taken up until he has attained quite a degree of proficiency in the handling of the signs of the fundamental rules.

Milne's Elements of Arithmetic, the adopted text for Missouri, is admirably adapted to this work.

In this work a child does not have to wait until he gets to multiplication before he learns to multiply or has an idea of the multiplication table.

From giving the pupil too little work, we must be very careful not to go to the other extreme and give so much work that the child's ideas become vague and indistinct. A small amount of knowledge thoroughly learned and thoroughly digested, a knowledge which has passed through the three-fold process of Analysis, Law and Analogy, and become a part of his own intellectual store is worth more to the child than many pages of facts which appear to him like the Sunday School boy's definition of a parable. "A heavenly story, with no earthly meaning."

Lamonte, Mo., January, 1899.

MENU IN BIRDLAND.

BY BESSIE L. PUTNAM.

In the impetus which has recently been given to the study of birds, the economic factor is of too great importance to admit of any slight. While sentiment and sympathy have linked their bands of love with strength, and proved their efficiency in, to a great extent protecting our feathered friends, that we are an enterprising nation, that the financial aspect is seldom allowed to sink wholly from sight, that the unquestionable evidence of "money in" any investment or industry, causes the masses to congregate like moths about an electric light, is freely admitted.

Did the good results end with a purpose savoring so suspiciously of unalloyed avarice, this incentive might well be regarded as of doubtful merit—at least for promiscuous use. But happily the interest for these little creatures necessarily aroused by a study of their habits leads ultimately to the humane points for which moralists have so long contended.

Prof. H. A. Surface states in *American Gardening* that "We have an estimate furnished by specialists of high standing, undoubted authorities, to the effect that the annual destruction by injurious insects in the United States is about \$600,000,000; and in the State of New York it is \$26,000,000 annually, or over \$5,000,000 more than one hundred times the total cost of maintaining the efficient fire department service of the City of Rochester for one year.

"It is acknowledged that injurious insects are on the increase, notwithstanding growing vigilance and expenditure both of time and money on the part of the entomologist and fruit grower, and notwithstanding the invention and application of recent and better remedies for the extermination of insect pests. Why, in general, are insects increasing? One reason surely is that their enemies are

decreasing, and the relations of these fluctuations are as definite as is the fact that one end of a lever goes up as the other goes down."

Florence A. Merriam makes the statement in her latest book, "Birds of Village and Field," that the value of the so-called insectivorous birds as destroyers of weed seeds is not generally realized. "Prof. F. E. L. Beal has calculated that the little tree sparrow in Iowa alone destroys 1,720,000 pounds of noxious weed seeds every year. Moreover, in summer seed eaters eat blue berries, huckleberries, strawberries and raspberries and distribute their seeds unharmed over thousands of acres which would not otherwise support such growth."

Wisely has the Department of Agriculture authorized the Division of Ornithology to make special investigations regarding the food of birds, the results of which prove of the highest practical value; and the publications already issued on the subject (mostly in the form of bulletins sent free by the department on application), are well worthy of careful perusal.

But in all branches of science the greater the number of points of observation, the more complete the work. School children, especially those in the rural schools, have unexcelled facilities for collecting notes, thereby adding not only to their store of knowledge, but training the eye and ear to a broader and higher plane of utility, promoting systematic and accurate work, and, best of all, fostering a love for the pure and beautiful.

Suggest to each pupil that he provide himself with a note book in which he may record the menu from day to day of some common birds.

The robin—we all know that it eats worms. But how many? The boy who watches a pair of these devoted parents for an hour as they faithfully minister to the demands of their wide-mouthed youngsters, gains an astonishing item for his note book.

Let him quietly nestle down near the base of a large cherry tree when the fruit is fully ripe and note the gay and animated procession as they throng to the feast. This may prove a trying ordeal unless the fruit-laden trees are numerous—as they should always be that there may be an abundance for bird and man—for the motley crowd will denude a single tree of its fruit in a surprisingly short space of time. But if each fruit grower would bear in mind the fact that the birds are his best friends and that an annual banquet is only their just deserts, he would plant accordingly, and then enjoy the merriment on wing, well content to share with his fellow workers the fruit they have so fully earned.

Rarely are so many species congregated together, and the novice in bird study will find new forms,

For it seems as though a general invitation had been extended throughout birdland, and the rendezvous presents an admirable opportunity for observations on the plumage, flight and to a limited degree on personal traits of its participants.

But where have they all been and what have they been doing previous to this gathering? What will they do when the cherries are gone?

The robin will return to its worm diet, content. The bluebird, governed more by the supply than by fastidious personal demands, will as the summer advances substitute for its vernal diet of predaceous beetles and caterpillars an equally substantial one of grasshoppers, garnished with various wild berries and interspersed with the seeds of weeds by way of variety. The cedar bird readily returns to its wild fruit diet, lured therefrom possibly as much by the demands of fashion among the race as by the love of cherries. It also consumes a considerable quantity of insects, among which are the destructive elm leaf beetles.

No less than six species of native birds are enumerated in Miss Merriam's list as feeding on the potato beetle. Those relishing the tent caterpillars are still more numerous. Ants, May beetles, grain weevils, chinch bugs, wire worms, gipsy moths, grasshoppers, army worms, etc., have each their sworn enemies among the feathered tribe. Who will from personal observations secure the most complete list?

Harmansburg, Pa., January, 1899.

N. E. A.

DEPARTMENT OF SUPERINTENDENCE.

Columbus, O., February 21-23, 1899.

President, E. H. Mark, Louisville, Ky. Department headquarters, Great Southern Hotel.

PROGRAM.

Tuesday, 9:30 a. m.—Address of welcome and response; "Public Lands and Public Education," E. B. Prettyman, State Superintendent of Public Instruction, Baltimore, Md.

2:30 p. m.—Round Table of State Superintendents; Round Table of the National Herbart Society.

8 p. m.—"The Unseen Force in Character Making," George H. Martin, Boston; "Waste in Education," William H. Maxwell, Superintendent of Public Schools, New York, N. Y.

Wednesday, 9:30 a. m.—"The Training of Teachers for Secondary Schools," James E. Russell, Dean Teachers' College, New York; "Efficient and Inefficient Teachers," F. Louis Soldan, Superintendent of Public Schools, St. Louis, Mo.

2:30 p. m.—Round Table of City Superintendents; Educational Press Association of America.

8 p. m.—"What the Superintendent Is Not," A. E. Winship, Boston; "How the Superintendent Can Make Good Teachers Out of Poor Ones," Hon. W. T. Harris; address (?), Colonel Francis W. Parker, Principal Chicago Normal School, Chicago, Ill.; address (?), Dr. E. E. White, Columbus, O.

Thursday, 9:30 a. m.—"The Implications and Applications of the Principal of Self-Activity in Education," Arnold Tompkins, Champaign, Ill.; "To What Extent Should a High School Pupil Be Allowed to Elect His Work?" Superintendent W. L. Steele, Galesburg, Ill.; "Shall the Sexes and Classes Have the Same Course of Study in the Schools?" Superintendent David K. Goss, Indianapolis.

2:30 p. m.—"The Director as a Factor in Education," Superintendent Samuel Hamilton, Allegheny County, Pa.; report of the Committee on Uniform Financial Reports—appointed at the Chattanooga meeting—C. G. Pearce, Superintendent of Public Schools, Omaha, Neb., chairman; Educational Press Association of America.

8 p. m.—"Some Neglected Factors and Forgotten Facts," Dr. T. C. Mendenhall, Worcester, Mass.; reception by the teachers and citizens of Columbus, in the armory of the university, immediately following the meeting in the auditorium.

NEWS AND NOTES.

An association known as the Cuban Educational Association of the United States has been organized for the purpose of accepting and carrying out the offers made by the American colleges in response to General Wheeler's suggestion that these colleges should each give free tuition to two or more reputable Cuban students. The association has announced that the responses received from Cubans desiring to accept these offers are numerous, but that allotments now being considered include young Cubans who can pay their own board and incidental expenses. No young men will be allotted who do not promise to make their home in Cuba after their education in the United States.

Mr. B. F. Clark, formerly of the Abert & Clark Teachers Agency, has now opened an agency of his own in Chicago. Mr. Clark is one of the best agency men in this country and teachers who register with him are sure to get personal attention.

"Mary," said the sick man to his wife when the doctor pronounced it a case of small pox. "If any of my creditors call, tell them that I am at last in a condition to give them something."

Educational Notes and Current

Events

BY D. M. HARRIS, Ph. D.

Experimenting With Children.

Mr. A. J. Smith, Superintendent of Schools in Minneapolis, protests vigorously and indignantly against the application of evolutionary doctrines to the education of young children. He accepts the general doctrine of evolution, but draws back when it comes to applying its teachings to education. The followers of Haeckel, who believe that man is evolved from the lower animals without the aid of any supernatural power or superintending influence, would educate children on the basis of naturalism, regarding every child as a little savage who in its education must pass through all the stages of development from the brute to the civilized man. Mr. Smith makes some very caustic remarks about the application of genetic psychology to the education of the child. In a recent issue of the *School Journal* he says: "What true friend of the children has not longed for another Mrs. Browning to write again, 'The Cry of the Children?' Alas the poor children! Savage, nude, cannibalistic, helpless little ones! It is no exaggeration to say that there has been an attempt made 'to put them through their paces.' They have walked before the expert and before the teacher; they have been searched for rudimentary organs; they have been examined, eyes, ears, throat, heart, brain; they have been scrutinized in order to discover a 'leg jerk' or a peculiar arm movement; they have been made to lift up their voices and their hands; they have been required to speak, in order to ascertain if they were given to lying; they have had 'eyes made' at them; and had fur applied to their faces; they have been suspended from bars; they have been treated as abnormalities and monstrosities, and they have been, and are now being experimented upon in countless ways. And yet who is it that, looking into the clear, undefiled depths of child nature, into the child heart; who is it that, being associated with children daily and witnessing their reverence, their patience, their love, their gentleness, the bright and beautiful unfolding of minds, rich with every good gift of God to man, can justify this conduct? It is not wrong, dishonoring, tragic. And yet it is perpetuated in the name of child study." This is a very timely rebuke and should be heeded by all who care for the moral nature of children. This dissecting of the body to find the soul or rather to prove that we are nothing

but animals is dishonoring to humanity. Whenever children learn to regard themselves as nothing but a bundle of ganglionic nerves, whose action and reaction make up the sum total of their existence, then will disappear moral responsibility altogether. It is a good thing to have a large amount of gray matter in the brain, but there is not enough gray matter in the whole human race to make one soul. The experts have learned to measure the length of time it takes a message to pass from the tips of the toes to the brain and to get a return order, but no psychologist has yet discovered who sends the order back. We are in total ignorance of the origin of thought and not to confess argues either ignorance or arrogance. We are just as far from knowing the nature of the soul now as we were before the science of physiology was known.

Medical Inspection in Schools.

Every school ought to have a regular medical inspector, whose duty should be to visit the school at stated intervals and inspect the building, out-houses, water supply and other things pertaining to the health of the children. Frequently it happens that an epidemic of disease breaks out in a school and is scattered through the entire community and to other communities by the children. The visit of an intelligent physician to the school would often prevent such a calamity. The cost of inspection would be small compared with the bills piled up as a consequence of neglect. There are many other duties which a medical inspector could render the school. Mr. Charles Bulkley Hubbell, in retiring from the Presidency of the Board of Education of the Boroughs of Manhattan and Bronx, made the following statement and suggestion:

"Less than two years ago, the late lamented Col. Waring, President Wilson, of the Board of Health, and Commissioner Fowler and some of their experts, did me the honor to discuss with me a plan for the inspection of school children with a view of detecting the presence of contagious diseases. During the first year after the establishment of this system there was a most substantial reduction in the death rate of the city. A Board of Physicians has been created by the Board of Education for the purpose of claiming applicants for teachers' positions, and certifying as to their physical health as a condition precedent to their appointment. May I be pardoned if I express the hope that in the not distant future you will provide a system of examination of our school children, with a view to detecting defects of hearing and vision, as well as any physical disability, the early ascertainment of which may be the means of securing to the State a good citizen, who might otherwise be doomed to

a life with onthlo ds cmfwyp shrd cwmwyfmfw
a life where infirmities and physical defects decrease the value to the commonwealth of those so afflicted."

We are quite sure that even in the smallest villages a medical inspector would be a blessing to the school and the community. The physical well-being of children in school is as important almost as their mental and moral well being. In all our country neighborhoods the children die in great numbers because they are not protected against contagious diseases. In hundreds of cases they drink foul water and are infected by coming in contact with diseased children. The school well and the out-houses are often so near together that the water is poisoned. The fact that one-third of the children of the country die before they reach the age of ten ought to be all the argument needed to secure this reform.

The New Psychology. It is difficult for an American to take a good thing moderately. He is prone to overdo what he conceives to be duty and to take too seriously to new suggestions. There are conservative people in America, but the American people as a people are not conservative. The recent discoveries in psychology, for example, have swept most teachers off their feet. To hear a modern teacher talk one would imagine that the educators who trained the teachers of to-day were all woefully ignorant. None but experts in psychology are fitted to enter the school room. But there are signs of a reaction against the radicalism of the leaders of this new fad. Professor William James, the foremost of the new psychologists, announces in a recent issue of the *Atlantic* that there is no new psychology. He says: "So I say at once that in my humble opinion there is no 'new psychology' worthy of the name. There is nothing but the old psychology which began in Locke's time plus a little brain and sense physiology, and with the addition of a few refinements of introspective detail for the most part without adaptation to the teacher's use." For those who have been contending so vehemently that the new psychology has antiquated all knowledge prior to these times this confession is a severe blow. Professor James even goes so far as to claim that the ordinary teacher can make but little use of psychology in the class. Are we to conclude then that psychology must be dropped and thrown away? Not at all, it is just as valuable as ever to every intelligent teacher. Because we can not use it as we would a rule in measuring a pole it does not follow that it is valueless. Most sciences are incapable of being reduced to rule. Science is one thing and art is another. From phy-

siological-psychology we can gather many valuable suggestions which can be used in teaching. Professor James might have confessed that psychology is as old as Aristotle without doing any injustice to the so-called new psychology. The great Stagerite taught much about the soul that modern students imagine is entirely new. His analysis of the soul and his remarks on the senses, barring his crude notions of physical science, have never been surpassed. If he had had the advantage of modern discovery he would have left nothing for subsequent ages to do. True, most thinkers of the old school neglected the senses too much, but it is equally true that modern writers make too much of them. A complete knowledge of the brain and the nervous system is by no means a knowledge of the mind. We are just as far from knowing what the soul is now as we were before the "new psychology" was dreamed of.

Appointing Teachers. The most important part of every successful school is the teacher. How to get the right teacher is a problem of large proportions. The idea that three men or any number of school directors can always select the best teacher for their school, is grossly absurd. As a rule school directors have but little fitness to judge of the fitness of a teacher. Men busy with farming, shop-keeping or professional life do not take the time to qualify them to judge of the qualifications of teachers. True, the school laws provide for a superintendent of schools, whose duty it shall be to examine teachers and the laws exclude all except teachers with certificates for teaching, but even then there are difficulties in the way. Pedagogic knowledge and skill can not be weighed by school directors. Some system for sifting out the unpedagogical must be discovered. No school ought to be afflicted with a teacher who is experimenting for the first time. Experience ought to be acquired before the teacher is entrusted with such important duties as training immortal minds. But even when the educational and the pedagogical tests are satisfactory there are still difficulties. The appointment of teachers ought to be as far removed from sectarian and political influences as possible. We are all so human, especially school directors, that we are apt to allow our religion or our politics to influence in so important a thing as selecting a school teacher. It has been suggested that we shall have something like civil service laws for the guidance of the appointing power. As the country grows older and the school teacher becomes a professional man or woman and not a temporary substitute, the question of appointing teachers will become more and more important. The fight in Chi-

ago which has waxed so hot as to attract attention even beyond the limits of the city, is one over the appointment of teachers. The politician has had too much to do with Chicago's schools, as well as with its streets. The country will watch with interest the final solution of the school question. The School Journal makes the following pithy comment on the question of appointing teachers:

"The average school officer has hardly taken his oath before the attempt is made to get some one appointed as teacher on other grounds than special fitness. And yet this is the only solid ground to be taken; when this is agreed upon, salaries and permanence will be adjusted. A book larger than Webster's Dictionary could be made of instances in which other reasons than special fitness prevailed. Sometimes it has been the church, sometimes personal interest, sometimes provision for a person in need, sometimes politics, and sometimes kinship that has dictated appointments. The faults that have appeared in the public schools have arisen from this cause mainly. The principal or superintendent could only shut his eyes tight and know the farce was being played."

The New Education.

Edmond Demolins, a French educator, is out with a proposition to revolutionize the educational system of the Republic. He claims to have discovered that the superiority of Anglo-Saxon nations is due entirely to their systems of education. The decadence of France socially and politically is attributed to unscientific education. He has outlined his own educational plan and has organized a new school near Paris on lines in harmony with his ideas. M. Demolins is a writer and educator of eminence and his experiment will be observed with interest. The following brief extract will show the main features of the system:

"The schools must be established not in cities, but in villages or on private estates. Each school must have several acres of land, a farm, domestic animals, and everything pertaining to an agricultural vocation. The school must be situated in proximity to woods, a river or a lake, and open fields.

"Teachers and pupils must live in the institution. All of the teachers' time must be devoted to the school, and they must live with the pupils. If a teacher is married, his wife is to be provided with employment in the school.

"The teacher is to live with and constantly watch over the pupils, not in the spirit of an official, not for the purpose of restricting spontaneity and freedom, but in order to educate them in the full sense of the term. He is to participate in all their occupations and doings—in their studies as well as their recreations. He must be as competent to teach the

sports characteristic of the nation as the sciences and arts."

It may be added that all work is to be done inside the school room and the pupils outside are to give themselves up to sports and entertainments, games, music and the drama. This system is a modified form of ancient Greek education. Plato taught without books, and many of the teachers never entered a school room. The chief advantages to be derived from M. Demolins' proposition are to be found in oral teaching and in a closer contact with nature. The great city dwarfs the observing faculties. City reared children are defective in knowledge of nature and natural things. They have but faint notions of animals and plants and the forces of nature. It is a great misfortune for a child to fail of an opportunity to observe the processes of nature at their sources. Then again country-bred children usually have to grapple with difficulties which are unknown to children hemmed up in cities and towns. The urban population of France has for centuries had but little contact with mother earth and her products. Effeminate men lack the vigor necessary to cope with the hardships and the difficulties of practical life. Luxury breeds weakness and vice and these in turn bring degeneracy. What France needs is a regeneration of the heart and a renovation of the will. The nation is dying of heart failure which, doubtless, has originated in the habits of the people. The new education is simply a return to first principles. Some features of M. Demolins' system are perhaps too promiscuous. Pupils and teachers living a kind of family life would doubtless work evil instead of good. He has introduced women into his teaching force. In France women teach, but they teach only girls, except in the kindergarten. In France there is too little woman in education; in America there is too much. In both countries education would be improved by equalizing the sexes in the teaching force.

The Soudan Protectorate.

The British government has plucked up courage enough to proclaim the protectorate over the Soudan which Lord Cromer promised when he laid the corner stone of the Gordon Memorial College at Khartoum a few days ago. The proclamation did not create the sensation that some prophets predicted it would. It was expected that the Sultan at least would enter a formal protest, as it deprives him of one more of his colonies. It was also expected that France supported by Russia would make a noise, but so far nothing of the kind has taken place. Mr. Henry Norman of the London Chronicle and correspondent of the New York Times says in his last cable letter:

"Lord Salisbury is accomplishing piecemeal that protectorate over Egypt which he recently refused to assert at one blow. The Soudan is now formally placed under the control of England and Egypt, other nations and the Sultan's suzerainty being alike ignored. It should be noted that the new proclamation includes all territories previously held by Egypt. That is also the entire Bahr-el-Gazal, in which France still has seven military posts, some of which she has up to now hoped to retain as the result of negotiations. It is asserted in Paris that M. Constans, the new French Ambassador to Constantinople, has orders to try to induce the Sultan to raise the whole question of the British occupation of Egypt with the promise of French support. But here is seen the significance of the policy of the 'open door,' for no trading nation is likely to join in an attempt to drive out England, who throws the Soudan freely open to all trade. German commercial travelers are already packing their gripsacks for Khartoum, and the German government will put its blind eye to the telescope when its attention is called to the Sultan's theoretical rights."

Of course the recognition of Egypt as joint sovereign with Great Britain is a mere farce. It is a clever stroke of policy, however, as it prevents the Sultan of Turkey from entering objections, as the Khedive is still his nominal vassal. This new movement clears the way for the Cape to Cairo railway, which has been in contemplation for two decades. The whole of East Africa is now practically under British control. In a few years a railway will connect the Cape of Good Hope with Cairo in Egypt. Some obstructions still exist, but British enterprise will get them out of the way. The petty republics existing in Southeastern Africa are destined to perish before the onward march of Anglo-Saxon civilization. It is to be deeply regretted that the Gordon college is to be under influence unfriendly to Christianity, but then enterprise seems more important these days than the religion of Christ.

Treaty Ratified. The long-continued strain is over at last and the treaty of peace is ratified. The vote in the Senate stood 57 for to 27 against ratification. The result was in doubt until the hour of voting arrived. The friends of the treaty could count but fifty-four votes when the time set for voting came, and it is said that Republican Senators who favored ratification pledged themselves to vote for a resolution not to annex the Philippines, in order to secure the necessary two-thirds. Senator McEnery, of Louisiana, exacted a promise from the supporters of the treaty to vote for a resolution against annexation and in favor of giving the Filipinos self-government as soon as possible. The President had been informed that it was absolutely necessary to make the concession demanded in order to secure the votes necessary for ratification. Had not five or six Demo-

crats and Populists voted with the majority the treaty would have been lost. Now that the treaty has been ratified the fight against expansion will begin in both houses of Congress. The fight against the treaty has really defeated imperialism. No doubt the news from Manila decided the fate of the treaty. It is announced and denied that the President is determined to crush the rebellion first and then offer the Filipinos self-government under an American protectorate. The latest reports say that the Filipinos lost 2,000 killed, 3,500 wounded and 5,000 prisoners. Fighting has ceased.

War with the Philippines. The expected has happened at last. A battle has been fought at Manila between the forces of Aguinaldo and the Americans under General Otis. The dispatches say that the Philippine insurgents attempted to surprise our troops at night and began an assault upon Manila all along the line. Dewey's ships, in anticipation of a battle, had been brought in as closely as possible so as to protect the land forces. The fighting was kept up all night Saturday night and all day Sunday. Monday's dispatches confirm the first reports and it is now known that a serious collision has taken place. The Americans drove back the Filipinos with heavy losses. The latest reports say that twenty Americans were killed and that one hundred and fifty were wounded. Only meager reports have been received, but it is known that the insurgents were forced to retire with heavy losses. The New York Herald's reports show that the conflict was caused by our troops shooting two natives who attempted to break through the picket line. The friends of Aguinaldo claim that he did not begin the assault, but others say that the Filipinos were suspicious of the attitude of the United States and were determined to make the attack before the American reinforcements, now on the way, could arrive. Aguinaldo's friends in this country discredit the statements made by his London correspondent, Dr. Juan Luna, one of the Philippine envoys now at Washington, holds that his chief could not have been the aggressor. The battle has caused great excitement at Washington and throughout the country. The friends of the treaty charge that the battle is the work of the anti-expansionists. They are intensely angry and are accusing the opponents of imperialism with treason. The opponents of the treaty reply that the battle was caused by the course pursued by the Administration and the friends of the treaty. They argue that if the Government had announced a definite policy towards the Filipinos there would have been no battle. It should be remembered that Aguinaldo adopted his present policy long before the treaty was signed and announced that he and his follow-

ers would fight for their independence. The Filipinos are technically still Spanish subjects, but really they are no more so than the Cubans or the Porto Ricans. It is now certain that if the Philippine islands are annexed to the United States the natives must be subdued by force of arms. The gravest possible crisis is at hand and no human being is wise enough to forecast the end.

The contest between the Filipinos and the Americans is bound to be a one-sided affair. The enemy is poorly armed, and probably destitute of ammunition and other military supplies. There is a sharp division of opinion in this country in regard to the course to be pursued toward the rebels. Radical expansionists are urging prompt and merciless coercion; but according to the dispatches, President McKinley is loath to shed blood unnecessarily. The spectacle of the United States compelling the Filipinos to accept our system of government against their own will is one that none but the most reckless can enjoy. If we take control of the islands by force, we must of necessity hold them by force. Seven thousand troops are on their way to Manila to reinforce General Otis, but we sincerely hope there will be no need of more fighting. The correspondents of American newspapers all say that the troops now in Manila are longing for the time to come when they can return home. According to General Otis' own reports, about 250 of our brave men have died in hospitals, and there are now over 2,000 on the sick-list. The more we know of the Filipinos the more evident it becomes that if they are annexed to the United States they would be a curse and a woe to us for all time to come. Even if the present rebellion is suppressed, other insurrections will follow from time to time. It will not take us long to learn anew that good laws do not make good men.

Nicaragua Canal. Last week the Senate of the United States passed the Morgan bill for the construction of the Nicaraguan canal. The bill was amended so as to authorize the President to negotiate another treaty with some other state or states in case we cannot secure satisfactory terms from Nicaragua and Costa Rica for the control and perpetual ownership of the canal. The bill as it passed the Senate with only six opposing votes recognizes the Maritime Canal Co. and provides for the issuance of 1,000,000 shares of stock of \$100 each. The canal company is required to call in all the stock issued except that held by the Nicaraguan and Costa Rican governments. The company is also required to redeem and cancel bonds and scrip heretofore issued by the company and to satisfy all cash liabilities. To enable the company to comply with these

requirements treasury warrants to the amount of \$5,000,000 are authorized, with a proviso to the effect that only so much of the amount shall be paid as shall be required to pay the actual cash value of the right, privileges, franchises and property at the time of payment, the value to be determined by commissioners to be appointed by the President.

This being done, the Secretary of the Treasury is authorized to subscribe for 925,000 shares of the company's stock for the government. The present members of the board of directors are then to resign and a board of seven is to be appointed in their stead, consisting of five on behalf of the United States and one each on behalf of Nicaragua and Costa Rica. The directors on behalf of the United States are to be appointed by the President and confirmed by the Senate. No two of them are to be residents of any one state, and no person who has heretofore been interested in the canal company is to be appointed to this office. They are also prohibited from being interested in contracts on the canal. Each of the directors except the president is to receive a salary of \$5,000 per year and the president is to have \$6,000. All traveling expenses are to be paid. Annual reports are required. There is a provision against declaring a dividend except upon the net earnings.

The canal is to be completed in six years and is not to cost more than \$115,000,000. The company is authorized to expend not more than \$20,000,000 annually. The government will have a lien upon the property. The Washington correspondent of the Associated Press says that the bill will never pass the House. It is even predicted that it will never be reported by the committee. The majority of the House committee is said to desire the canal, but does not favor the Morgan bill. The indications are that the House will pass an entirely new bill and that it will be accepted by the Senate. It must be admitted that there are many features of the Morgan bill that are not very satisfactory. The government's experience with the Pacific railways ought to teach it to deal with more caution than the Morgan bill provides for. No doubt the canal will be built in the near future. The world needs it and its construction ought not to be delayed, but it ought not to be built for the advantage of any private company.

Supt. R. L. Halsey, of Binghamton, N. Y., becomes President of the State Normal at Oshkosh, Wis.; President Lord, of Moorhead, Minn., goes to the new State Normal at Charleston, Ill.; Prof. W. H. Cheever succeeds L. D. Harvey as President of the State Normal at Milwaukee, and Supt. J. F. Millsbaugh, of Salt Lake City, Utah, becomes President of the Winona Normal School, to succeed Dr. Irwin Shepard, who resigned to devote his time to the secretaryship of the N. E. A. All these are promotions for faithful services in the line of duty.

LITERATURE.

EDWARD EVERETT.

1794-1865.

Edward Everett, the brilliant orator, was born in Dorchester, Mass., April 11, 1794. When he was only 17 years of age, he graduated at Harvard with the highest honors of his class. He afterward occupied the position of tutor in Harvard, and while he was thus engaged he also studied for the ministry and was ordained pastor of a Unitarian Church in Boston February 19, 1814. The youthful minister was but 20 years of age, and his career was as brief as it was brilliant; for at the end of thirteen months he resigned his charge to accept the professorship of Greek literature in Harvard. Before assuming the duties of his new position, he went to the University of Göttingen, in Germany. He remained in Europe two years traveling extensively and forming the acquaintance of such men of letters as Scott, Byron, Campbell, Mackintosh and others. Besides assuming the duties of his professorship on his return to America in 1819, he also conducted the *North American Review*, in which he favored his numerous readers with choice articles on classical, scientific and foreign topics.

The foundation of Everett's career as an orator was laid about the year 1824, when he delivered his famous oration on "The Circumstances Favorable to the Progress of Literature in America."

On account of his rare culture and great intellect, as well as his eloquence, Everett is regarded as the prince of American orators. His best orations are his address at the dedication of the observatory in Albany, N. Y., and his eulogy on Washington.

In 1824 he was elected member of Congress from the Middlesex District and resigned his professorship the following year. He served in Congress by re-election until 1835, when he was elected Governor of Massachusetts. He was re-elected to this office three times and defeated the fourth year by only one vote out of over 100,000. In 1840 he established himself in Florence, Italy, for the purpose of writing history, but in a few months he was summoned to London to enter upon the duties of United States Minister, to which he had been appointed by President Harrison, through the influence of Daniel Webster and without his own knowledge.

After four years of diplomatic service in England he returned to the United States, expecting to have leisure to take up his historical work, but he was at once elected to the vacant presidency of Har-

vard University, which office he held from 1846 to 1849.

He now sought repose in his own choice library at Boston, where he was undisturbed by the calls of public duty until 1852, when upon the death of Daniel Webster, then Secretary of State, he was appointed by President Fillmore to the vacant office.

He served to the close of Fillmore's administration and was then elected United States Senator by the Legislature of Massachusetts. In 1860 he was a candidate for the vice-presidency of the United States, on the ticket with John Bell, of Tennessee, but failed of election.

Dr. Everett was a hard worker and a noble philanthropist to the time of his death. He repeated his oration on Washington for the benefit of the Mt. Vernon fund in the different cities of the Union nearly 150 times, and thus secured, for the women who bought Mt. Vernon, nearly \$100,000.

The many teachers who visited Mt. Vernon last summer will remember how well the old home of Washington is cared for but very few perhaps know how much of the funds that enabled the noble women to purchase and care for these historic scenes was raised by the eloquence of Edward Everett.

On the evening of January 9, 1865, he delivered an address in Faneuil Hall, Boston, in behalf of the suffering citizens of Savannah, and on the morning of Sunday, the 15th, he suffered an attack of apoplexy, which caused almost instant death.

A FEW QUOTATIONS.

"The heart is willing to open all its avenues to the language in which its infantile caprices were soothed."

"Education is a better safeguard of liberty than a standing army. If we retrench the wages of the school master, we must raise those of the recruiting sergeant."

"We can never look on the person of Washington, but his serene and noble countenance perpetuated by the pencil and the chisel, is familiar to far greater multitudes than ever stood in his living presence and will be thus familiar to the latest generation."

"There is a modest private mansion on the bank of the Potomac, the abode of George Washington and Martha, his beloved, his loving, faithful wife. It boasts no spacious portal nor gorgeous colonnade, nor massy elevation nor storied tower. No gilded dome swells from the lowly roof to catch the morning or evening beam; but the love and gratitude of united America settle upon it in one eternal sun-

shine. From beneath that humble roof went forth the intrepid and unselfish warrior—the magistrate who knew no glory but his country's good; to that he returned happiest when his work was done. There he lived in noble simplicity; there he died in glory and peace. While it stands, the latest generations of the grateful children of America will make this pilgrimage to it as to a shrine; and when it shall fall, if fall it must, the memory and the name of Washington will shed an eternal glory on the spot."

CRITICISM BY GEORGE S. HILLARD.

The variety of Mr. Everett's life and employments is but a type of the versatility of his powers and the range of his cultivation. His style is rich and glowing, but always under the control of sound judgment and good taste. He wrote under the inspiration of a generous and comprehensive patriotism, and his speeches are eminently suited to create and sustain a just and high national sentiment.

A TEST IN FAMILIAR QUOTATIONS.

BY REV. J. M. HUBBERT.

Look over the following list of familiar quotations, and then read of the offered prize:

1. "A thing of beauty is a joy forever."
2. "'Tis distance lends enchantment to the view."
3. "Into each life some rain must fall."
4. "How blessings brighten as they take their flight."
5. "Sweet are the uses of adversity."
6. "Unwept, unhonored and unsung."
7. "The paths of glory lead but to the grave."
8. "Fair as the moon,
Clear as the sun,
Terrible as an army with banners."
9. "Water, water everywhere,
Nor any drop to drink."
10. "Truth crushed to earth shall rise again."
11. "None but the brave deserves the fair."
12. "Man's inhumanity to man
Makes countless thousands mourn."
13. "For of all sad words of tongue or pen,
The saddest are these, 'It might have been.'"
14. "Truths that wake to perish never."
15. "Alas, for the rarity
Of Christian charity
Under the sun!"
16. "Oh, for a lodge in some vast wilderness."
17. "But Oh, for the touch of a vanished hand,
And the sound of a voice that is still."
18. "And e'en his failings leaned to virtue's side."
19. "Whatever creed be taught or land be trod,
Man's conscience is the voice of God."
20. "And coming events cast their shadows before."
21. "Westward the course of empire takes its way."
22. "It must be so—Plato, thou reasonest well!"
23. "The bravest are the tenderest—
The loving are the daring."
24. "You may break, you may ruin the vase, if
you will,
But the scent of the roses will hang round it still."
25. "One of the few, the immortal names
That were not born to die."
26. "New occasions teach new duties; Time
Makes ancient good uncouth."
27. "A solemn murmur of the soul
Tells of a world to be,
As travelers hear the billows roll,
Before they reach the sea."
28. "For right is right, since God is God,
And right the day must win;
To doubt would be disloyalty,
To falter would be sin."
29. "God's in His heaven—
All's right with the world."
30. "For men may come and men may go,
But I go on forever."
31. "They also serve who only stand and wait."
32. "Man never is, but always to be, blest."
33. "All hope abandon, ye who enter here."
34. "Now is the winter of our discontent."
35. "I feel like one
Who treads alone
Some banquet hall deserted."

LEBANON, TENN.

—The Observer.

We will give a good book to the school sending the first correct list naming the author of these quotations. Let the entire literature or class in reading work on the list, and then send only one list from each school, accompanied by a statement from the teacher that no help has been given and no books consulted.

In sending answers, it is enough to give the numbers of quotations as they here occur, without writing them out. ED.

We have just received from J. Fischer & Bro., 7 Bible House, N. Y., a copy of a new musical work, entitled: *The Juvenile Entertainer*, by G. Burton.

This is a collection of humorous choruses, action and tableau songs, suitable for class and concert.

This collection can be heartily indorsed. We can heartily recommend it to all teachers that are on the lookout for suitable and interesting numbers for an entertainment.

Memorial Days.

WASHINGTON'S BIRTHDAY.

BY MARGARET E. SANGSTER.

1.

'Tis splendid to live so grandly
That, long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keep the thoughts of your natal day.

2.

'Tis splendid to have a record,
So white and free from stain
That, held to the light, it shows no blot,
Though tested and tried again;
That age to age forever
Repeats its story of love.
And your birthday lives in a nation's heart,
All other days above.

3.

And this is Washington's glory,
A steadfast soul and true.
Who stood for his country's honor
When his country's days were few.
And now when its days are many,
And its flag of stars are flung
To the breeze in defiant challenge,
His name is on every tongue.

4.

Yes it's splendid to live so bravely,
To be so great and strong.
That your memory is ever a tocsin
To rally the foes of the wrong;
To live so proudly and purely
That your people pause in their way,
And year by year, with banner and drum,
Keep the thoughts of your natal day.

—Harper's Round Table.

TRIBUTES TO WASHINGTON.

BY ELLA MARIE POWERS.

(In School Education.)

(These may be read in turn by various pupils in the School.)

I. "Eternity alone will reveal to the human race its debt of gratitude to the peerless and immortal name of Washington."—James A. Garfield.

II. When the corner-stone of the Washington monument was laid, Mr. Winthrop said: "Build it to the skies—you cannot outreach the loftiness of his principles; found it upon the massive and eternal rock—you cannot make it more enduring than his fame; construct it of the purest Parian marble—you cannot make it purer than his life."

III. Webster said: "America has furnished to the world the character of Washington; if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind."

IV. Lord Erskine once wrote to Washington: "You are the only being for whom I have an awful reverence."

V. "Where may the wearied eye repose
When gazing on the great,
Where neither guilty glory glows,
Nor despicable state!
Yes, one—the first, the last, the best,
The Cincinnatus of the West,
Whom envy dared not hate—
Bequeathed the name of Washington,
To make men blush there was but one!"
—Byron.

VI. Lafayette, when speaking of his friend Washington, once said: "Never did I behold so superb a man."

VII. "He changed mankind's ideas of political greatness."—Fisher Ames.

VIII. "We look with amazement on such characters as Alexander, Caesar, Cromwell, Frederick and Napoleon, but when Washington's face rises before us, instinctively mankind exclaims, 'This is the man for nations to trust and reverence, and for rulers to follow.'"—Anonymous.

IX. "Until time shall be no more, will a test of the progress which our race has made in wisdom and virtue be derived from the veneration paid to the immortal name of Washington."—Lord Brougham.

X. Gladstone called Washington "the purest figure in history," and added: "If, among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice, at any time within the last forty-five years, would have lighted, and it would now light, upon Washington."

XI. When war with France seemed imminent, in 1798, President Adams wrote to Washington, "We must have your name, if you will permit us to use it; there will be more efficacy in it than in many an army."

XII. Jefferson once wrote to Washington, "The confidence of the whole nation centers in you."

XIII. At one time in the House of Commons, Charles James Fox, in speaking of Washington, called him "that illustrious man, before whom all borrowed greatness sinks into insignificance."

MT. VERNON, THE HOME OF WASHINGTON.

The following lines were written on the back of a picture at Mount Vernon by Rev. William Day.

There dwelt the Man, the flower of human kind,
Whose visage mild bespoke his noble mind.

There dwelt the Soldier, who his sword ne'er drew
But in a righteous cause, to Freedom true.

There dwelt the Hero, who ne'er killed for fame,
Yet gained more glory than a Caesar's name.

There dwelt the Statesman, who, devoid of art,
Gave soundest counsels from an upright heart.

And, O Columbia, by thy sons caressed,
There dwelt the Father of the realms he blessed;

Who no wish felt to make his mighty praise,
Like other chiefs, the means himself to raise;

But there retiring, breathed in pure renown,
And felt a grandeur that disdained a crown.

JOTS AND JINGLES.

BY ARTHUR J. BURDICK.

The most brilliant successes are built upon the foundation of former defeats.

Contentment is an enemy to improvement.

The prosperous man can count his enemies; the victim of adversities, his friends.

The right deed at the proper time and place
Has sometimes changed the fortunes of a race.

Pluck is a warrior that knows no defeat;
Luck is an idler any fool can beat.

That which is worth doing, if at all,
Is worth doing well, be it great or small.

Who winks at small faults eventually becomes blind to large ones.

The present is the fruit of the past and the seed-
germ of the future.

The man who ever courtesy extends,
Is never lacking for respectful friends.

'Tis very sad, but none the less a fact,
That half life's failures come from want of tact.

Economy is but a magic door
That leads to wealth's accumulated store.

To win the good and overcome the ill,
Requires but purpose, reinforced by will.

'Tis advertising puts one's business in the lead,
And makes success a very easy prey indeed.

The best testimony to a man's memory is a record
of noble deeds.

'Tis cheerfulness that lights the world's dark ways,
And drives the shadows with its rays.

It isn't the displaying of knowledge but the con-
cealing of ignorance that makes one appear wise.

There are a lot of people in this world who are
saving up their happiness till the next world.

Contentment is a jewel of the mind,
Which brings all good things to those who find.

By concentration of the thoughts and powers
The objects that we seek may be made ours.

'Tis aspiration burns the midnight oil,
And leads one on to unremitting toil.

Mary had a little lamb,
Which early took to buttin'
She took him to the butcher man,
He made it into muttin.

Common sense is a very uncommon quality.

A lock on the granary means oats in the bin.

Like Christian, we oft tremble in dismay
O'er harmless lions chained beside the way.

The man who mortgages self-respect is worse
than bankrupt.

Kind words are like the sun's bright rays,
Producing warmth and cheer.
They light the world's unhappy ways,
And dry affliction's tear.

The oftener one backslides the more slippery gets
the path.

Keep right upon your side and fear no foe;
With God to aid, defeat you will not know.

In the hurry and rush, the push and pull,
Of life's tempestuous trip,
The man who captures the foremost place,
Is the one who retains his grip.
Olean, N. Y., January, 1899.

EXAMINATION.

EXAMINATION QUESTIONS.

HAMILTON COUNTY, O.

GRAMMAR.

1. Classify sentences according to use and structure.
2. What is the abridged form of an adverbial clause?
3. Give an example of pleonasm, of enallage.
4. If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from
sleep,
Go to the woods and hills. No tears
Dim the sweet look that nature wears.
Give author and diagram.

ARITHMETIC.

1. Reduce 200 days, 21 hours, 18 minutes to the decimal of a year.
2. Which is better, and by what per cent, to buy 9 per cent stock at 125, or 6 per cent stock at 75?
3. A planter sold 240 barrels of sugar, of 225 pounds each, at 5 cents a pound. He received in payment a note at 30 days, which he immediately discounted at bank at 6 per cent. What were the proceeds of the note?
4. I have $99\frac{3}{4}$ bushels of wheat, $84\frac{1}{4}$ bushels of oats, $53\frac{3}{4}$ bushels of barley; of what size are the largest bins of equal size that will exactly contain the grain without mixing it?
5. A beam of 18 feet is supported at both ends; a weight of one ton is suspended 3 feet from one end and a weight of 14 cwt. 8 feet from the other end. Give the pressure on each point of support.

MENTAL.

1. Sold a piano at a gain of 20 per cent, had it cost \$250 more I should have lost 20 per cent. What did I realize?
2. In a farm of 160 acres 4-5 of the meadowland — 8 acres = $12\frac{25}{100}$ of the woodland + 24 acres. How many acres of each?
3. The area of a triangle is 25 square yards, and its altitude 15 feet. What is the altitude of a similar triangle whose area is 36 square yards?
4. I bought 5 per cent bonds maturing in 8 years at 85%, brokerage $\frac{1}{4}$ per cent. What rate did I realize?
5. Paid a debt in 10 ratio payments. If the first payment was \$13 and the last 25390625, what was the ratio?

PHYSIOLOGY.

1. Describe particularly the gastric juice. How is its flow promoted? How much enters the stomach each day?
2. What is food? What five substances are used for food?
3. Explain the importance of salt as food.
4. What is reflex action? Show the importance of reflex action and give several examples to illustrate.
5. By what means may a teacher illustrate the phenomena of circulation, including pulsation and continuous flow of the blood?

THEORY.

1. What powers are involved in memory?
2. How excite interest in a subject for which there is no natural interest?
3. How develop the "constructive" imagination? (3 suggestions.)
4. Show the value of training the emotions.
5. What is the relation between will and motive? What do you do to train the will of people?

READING.

1. "Green be the turf above thee, Friend of my better days." By whom written and what occasion?
2. Who is the author of the "Blithdale Romance?"
3. Who is the greatest American novelist? Why?
4. What school advantages did Whittier enjoy?
5. What was Lowell's first attempt at story telling in verse?

HISTORY.

1. Describe the first thanksgiving of the Pilgrims.
2. Locate and describe Ft. Marion.
3. Give in consecutive order the territorial development of the United States.
4. What powers according to the Constitution are reserved to the States or to the people?
5. How are the territories governed? How do they become States?

GEOGRAPHY.

1. Account for the location of Cincinnati. What physical causes have contributed to its growth?
2. Trace the "Fall line" of cities from New York to Georgia. Two reasons for cities along the line. What is the "Fall line" in New England?
3. Locate the noblest coniferous trees of the globe. What species predominate?
4. Contrast the rivers of New England that flow toward the south with those that flow northwardly and account for the difference.
5. Contrast the islands off the coast of Maine with those off North Carolina. How was each group formed?

ANSWERS.

GRAMMAR.

1. Declarative, Interrogative, Imperative, Exclamative. According to structure, Simple, Complex, Compound.

2. The abridged form of an adverbial clause is a participial, infinitive, prepositional or absolute phrase.

3. Pleonasm: The gold you sent, it was squandered. Enallage: It is me.

ARITHMETIC.

1. .55.
2. 6 per cent at 75. 4-5 per cent better.
3. \$2,685.15.
4. 7% bushels.
5. 22 8-9 cwt. on point 3 feet from end; 11 1-9 cwt. on point 8 feet from end.

MENTAL.

1. \$600.
2. 85 acres meadow, 75 acres woodland.
3. 18 rods.
4. 5 145-171 per cent.
5. \$2821179 1-9.

PHYSIOLOGY.

1. When food reaches the stomach, the inner lining, the mucous membrane, is at once excited to activity. A clear, colorless and acid fluid exudes, drop by drop, from the millions of little tubes in the inner surface of the stomach, until finally the surface is moistened in every part, and the fluid begins to mingle with the food. This fluid is termed the gastric juice.—Hutchinson. From nine to twelve pints each day enter the stomach.

2. All substances that nourish the body. Water, salts, albuminoids, fats and sugars.

3. Experiments upon domestic animals show that the withdrawal of salt from their food, not only makes their hides rough and causes the hair to fall out, but also interferes with the proper digestion of food.—Hutchinson.

4. We do many things in which the mind does not seem to act. This action of the nervous system is called reflex action. 1—It relieves the mind. 2—During sleep it continues the vital process; 3—During the day it performs the usual acts of standing, walking, and working; 4—It conducts the operations of the sympathetic system; 5—It enables the mind to perform its usual acts with ease.—Brown.

Examples. Violent movements which agitate a fowl after its head is cut off.

Frog with head cut off stands erect, push it over and it will turn back, irritate its feet and it will jump.—Hutchinson.

5. Read Hutchinson, pp. 146-148. A little pam-

phlet "Hints for Teachers of Physiology," published by D. C. Heath & Co., Boston, is the best book we know of for illustrating this subject. Every teacher should have it.

THEORY.

1. Retention reproduction, recognition and of referring an object to a certain more or less definite time and place.

2. To present the uninteresting subject in new ways so that it will be some force in nature or some aspect of humanity.

3. Halleck's *Psychic Culture*, pp. 156-158.

4. In order that we may enjoy life. There are three states in which man exists: in a happy, unhappy or neutral state; in order that we can exist; in the first we must cultivate the emotions in that direction.

5. The will goes out only, in the higher type of action in the direction of an idea, and every idea which becomes an object of desire is a motive.

READING.

1. Halleck. On the death of his friend Drake.

2. Hawthorne.

3. Hawthorne; power of touching the human heart; vigorous imagination; great ingenuity in inventing incident; gift of story telling; respect for the art of narrative.

4. His schooling was very limited; only a few weeks in winter and his teachers were incompetent.

5. In his junior year in college he wrote the anniversary poem.

HISTORY.

1. The first New England Thanksgiving was not a day of religious observance, it was a day of recreation. Those people were certainly not the gloomy, morose persons we have always considered them. Here is an account of it written by Edward Winslow to a friend in England: Our harvest being gotten in, our governor sent four men on fowling that so we might after a special manner rejoice together after we had gathered the fruits of our labors. They four killed as much fowl as with little help beside served the company about a week. At which times among other recreations we exercised our arms, many of the Indians coming amongst us, and among the rest their greatest king, Massosolt, with some ninety men whom for three days we entertained and feasted, and they went out and killed five deer which they brought and bestowed on our Governor, and upon the captains and others.

2. Fort Marion; an inclosed work at St. Augustine, Florida, begun by the Spaniards about 1650 and completed 1756. It is the oldest fort in posses-

sion of the U. S. Government, and from its antiquity is an object of attraction to strangers visiting St. Augustine.

3. Original thirteen States recognized by Great Britain 1783; Louisiana purchase, 1803; Florida ceded by Spain 1819; Texas annexed 1845; California ceded by Mexico, 1848; Gadsen purchase, 1853; Alaska ceded by Russia, 1867; "A plenty" in 1898.

4. The entire charge of its own affairs, in so far as they do not conflict with the Constitution of the U. S.

5. Executive power of a territory is vested in a Governor; the Legislative, in the Governor and a Legislative Assembly; the Judicial, in a Supreme Court, District Courts and Justices of the Peace. These all derive their sanction of the nation. An organized territory having the necessary population sends a memorial to Congress asking to be admitted as a State. Congress passes an "enabling act" authorizing the territory to form a State Constitution not in conflict with U. S. Constitution. Congress then passes another act admitting the State.

GEOGRAPHY.

1. Ohio River, chief trade route of the Central States in early times and Cincinnati near the center with its natural advantages was the principal causes of its present location. (a) Broad flood plains of the Ohio between the Great and Little Miami Rivers furnishing abundant crops of all kinds. (b) Easy access to the Pennsylvania Coal region. (c) The gradual descents of the general upland surface to this part.

2. New York, Trenton, Philadelphia, Wilmington, Baltimore, Washington, Richmond, Petersburg, Raleigh, Columbia and Augusta. (a) Easy access to the coast. (b) More water power than nearer the coast. At the sea coast.

3. The pine and fir forests of the Pacific Coast. The redwood.

4. The rivers flowing south have steep descents while those that flow north are very sluggish and wind their way deviously through marshes to the sea. The cause of this difference in the slope of the streams is found in the change of the position of the continent since the glacial period. This part of the northeast has been tilted up to the northward and eastward.

5. Of New England they are detached masses of land which owe their formation to glacial action while those of North Carolina are a fringe of sea beach islands, formed by the water in great storms. —Public School Journal.

REVIEW IN ARITHMETIC.

FRACTIONS.

These problems are simply a review—pupils are supposed to have completed the work and understand the principles and methods.

The problems can be cut out and pasted on cards

or on stiff paper, teacher retaining the card of answers, while the others are passed to the class and exchanged until all are "worked" or the time is done for "busy work."

Note.—Vary the process, to catch "nappers" by reading wrong answer.

Another way that gives pleasure is to let them race—rising as fast as each is finished—teacher reading example from card as well as answer.

Caution—Too constant use of slate and pencil begets carelessness. Encourage the use of pencil and paper where possible. Wrapping paper, kept neat and smooth, makes very good "school paper" and is economical.

1. Henry walked $\frac{1}{6}$ of a mile to school, going home to his dinner. How many sixths of a mile did he walk each day?

2. Mr. Stevens owned $4\frac{1}{2}$ of the stock in a paper mill; he sold $\frac{2}{3}$ of his share for \$26,320. How much was the entire stock worth?

3. Mrs. Eames bought $7\frac{1}{2}$ pounds of cheese for 90 cents; at the same rate how much could she have bought for \$1.10?

4. Messrs. Hilton & Hughes had 150 yards of Moquette carpet. Mrs. Hubbard bought $\frac{1}{4}$ of it, Mr. Monroe bought $\frac{1}{6}$ and Mrs. Bemis $\frac{1}{3}$. How many yards were left?

5. Fred had $\frac{3}{4}$ of a dollar; he spent $\frac{2}{3}$ of $\frac{2}{3}$ of it for firecrackers. What part of a dollar had he left?

6. Mr. Waters had \$5,000 worth of wall paper; it was insured for $\frac{3}{4}$ of its value, and burned. The company paid $\frac{2}{3}$ of the insurance. How much did he get?

7. Miss Rollin earns \$14 $\frac{1}{2}$ in 7 days as a typewriter. How much will she earn in 24 days?

8. Farmer Leonard received \$16 for 11 $\frac{1}{2}$ bushels of wheat. At the same rate how much would he have received for 76 $\frac{1}{2}$ bushels?

9. Mr. Jacobs bought 6 pairs of boots for his boys, paying \$4 $4\frac{1}{2}$. How much would he pay for 10 pairs at the same rate?

10. Lydia earned 9-14 of a dollar one week, 14-18 the next week, \$4 $\frac{1}{2}$ the next week, and \$15 $\frac{1}{2}$ the next month. How much did she earn in the 7 weeks?

ANSWERS.

1. 3-6.
2. 49,350.
3. 9 $\frac{1}{2}$ pounds.
4. 32 $\frac{1}{2}$ yards.
5. 9-20 of a dollar.
6. \$3,281 $\frac{1}{4}$.
7. \$51.
8. \$105.
9. \$8.
10. \$21 359-504.



SUGGESTIONS FOR READING CLASS.

These words are mispronounced by very many people. Place a few of them on the board each day for the upper classes and let the pupils ascertain definitely from the International Dictionary how they should be pronounced. Then drill on the list until the right pronunciation becomes a fixed habit:

decorous	exemplary
data	charivari
respiratory	acclimated
debris	indissoluble
sine die	inquiry
vehement	accented
recess	address
almond	area
sacrifice	contour
alias	italics
obligatory	illustrate
heroism	peremptory
eclat	economic
epaulet	gladiolus
canine	juvenile
enervate	rendezvous
Darius	precedure
derisive	grimace
irrevocable	elite
financier	exigency
isothermal	debut
mandamus	Danish
lyceum	chimera
museum	adamantine
abdomen	viva voce
magazine	harass
research	oleomargarine
resource	tympanum
robust	Genoa
romance	ally
tenet	clandestine
tableau	pyramidal
extant	exponent
construe	Sevastopol
Parnell	Caribbean
complex	posse comitatus
benzine	ultimatum
exquisite	cerebrum
	lamentable

—Texas School Journal.

Make sentences in which the following words are used correctly:

Time, thyme; thrown, throne; tied, tide; to, two, too; told, tolled; tax, tacks; team, teem; through, threw; toe, tow; trait, tray; tear, tier; tease, teas; tall, tale; their, there; track, tract; use, ewes; urn, earn; vain, vane, vein; vell, vale; vocation, vacation; veracity, voracity; witch, which; wither, whither;

Wales, whales, walls; way, whey, weigh; weak, week; wait, weight; wood, would; ware, wear, wade, weighed; waist, waste, weather wether; weakly, weekly; white, wight; wig, whig; yolk, yoke; zeal, seal.—Western Teacher.

Write each word in the singular:

(1)	tyros	tomatoes
calves	cantos	tornadoes
lives	altos	volcanoes
halves	bronchos	mosquitoes
leaves	planos	(4)
wives	sopranos	men
elves	dynamos	women
selves	albinos	children
knives	(3)	oxen
thieves	echoes	geese
shelves	negroes	lice
wolves	heroes	mice
(2)	vetoes	feet
solos	cargoes	teeth
zeros	mottoes	sheep
halos	potatoes	tongs

What letter is changed in column (1) in writing the singular?

What two ways of forming the plural of nouns ending in o?

How do the nouns in column (4) form their plurals?

THE PRESENT GOVERNMENT OFFICIALS.

NATIONAL GOVERNMENT.

EXECUTIVE DEPARTMENT.

President, William McKinley, of Ohio. Salary \$50,000. Vice-President, Garret A. Hobart, of New Jersey. Salary, \$8,000. Secretary of State, John Hay, of District of Columbia. Salary, \$8,000. Secretary of the Treasury, Lyman J. Gage, of Illinois. Salary, \$8,000. Secretary of War, Russell A. Alger, of Michigan. Salary, \$8,000. Secretary of the Navy, John D. Long, of Massachusetts. Salary, \$8,000. Postmaster-General, Charles Emory Smith, of Pennsylvania. Salary, \$8,000. Secretary of the Interior, Ethan Allen Hitchcock, of Missouri. Salary, \$8,000. Attorney-General, John W. Griggs, of New Jersey. Salary, \$8,000. Secretary of Agriculture, James Wilson, of Iowa. Salary, \$8,000. Commissioner of General Land Office, Binger Hermann, of Oregon. Salary, \$4,000. Commissioner of Patents, Charles H. Duell, of New York. Salary, \$4,500. Commissioner of Pensions, H. Clay Evans, of Tennessee. Salary, \$5,000. Commissioner of Education, W. T. Harris. Salary, \$3,000.

U. S. SUPREME COURT.

Chief Justice, Melville W. Fuller, of Illinois. Appointed 1888. Salary, \$10,500.

There are eight Associate Justices, who each receive \$10,000 a year salary. Their names, with date of appointment, follow: John M. Harlan, Kentucky, 1877; Horace Gray, Massachusetts, 1881; D. J. Brewer, Kansas, 1890; H. B. Brown, Michigan, 1893; George Shiras, Jr., Pennsylvania, 1892; Edward D. White, Louisiana, 1894; Rufus W. Peckham, New York, 1895; Joseph McKenna, California, 1898.

U. S. ARMY.

Major Generals, Nelson A. Miles, Wesley Merritt and J. R. Brooke. Pay, \$7,500 each.

Brigadier Generals, E. S. Otis, Guy V. Henry, W. R. Shafter, J. F. Wade, H. C. Merriam and T. M. Anderson. Pay, \$5,500 each.

All of the officers above named receive an allowance for "quarters, fuel and forage."

U. S. NAVY.

Rear Admirals, George Dewey, Fred V. McNair, John A. Howell, Wm. T. Sampson, Winfield S. Schley, Henry L. Howison, Albert Kautz. Pay, \$6,000.

The ten Commodores on the list receive \$5,000 each; the Captains, \$4,500 each; the Commanders, \$3,500 each.

UNITED STATES REPRESENTATIVES
ABROAD.

AMBASSADORS.

Great Britain, Joseph H. Choate, 1899.
France, Horace Porter, 1897.
Germany, Andrew D. White, 1897.
Italy, W. F. Draper, 1897.
Russia, Charlemagne Towner, 1899.

MINISTERS.

Argentina, Rep. W. I. Buchanan, 1894.
Austria, Vacancy.
Belgium, Bellamy Storer, 1897.
Bolivia, George H. Bridgeman, 1897.
Brazil, Charles P. Bryan, 1885.
Chile, H. L. Wilson, 1897.
China, E. H. Conger, 1897.
Colombia, Chas. B. Hart, 1897.
Corea, H. N. Allen, 1897.
Denmark, L. S. Svenson, 1897.
Greece, Roumania, Servia, W. W. Rockhill, 1897.
Ecuador, A. J. Sampson, 1897.
Guatemala, Honduras, W. G. Hunter, 1897.
Hayti, W. F. Powell, 1897.
Japan, A. E. Buck, 1897.
Liberia, T. L. W. Smith, 1898.
Mexico, Powell Clayton, 1897.
Nicaragua, Costa Rica, Salvador, W. L. Merry, 1897.
Netherlands, Stanford Newel, 1897.

Persia, A. S. Hardy, 1897.
Peru, Irvin B. Dudley, 1897.
Portugal, L. Townsend, 1897.
Siam, Hamilton King, 1897.
Spain, Vacant.
Sweden, Norway, W. W. Thomas, 1897.
Switzerland, J. G. A. Leishman, 1897.
Turkey, Oscar Straus, 1898.
Uruguay, Paraguay, W. R. Finch, 1897.
Venezuela, F. B. Loomis, 1897.
The above is revised to January 20, 1899.

TRY THEM YOURSELF.

Do you want some very good tongue exercise? You can get it by reading, or attempting to read, rapidly, the following sentences, which were recently published in the "Atlanta Constitution." For those who may have, in future life, to read or speak in public, there is more in such exercise than mere fun:

Six little thistle sticks.
Flesh of freshly-fried fish.
Two toads, totally tied, tried to trot to Tedbury.
The sea ceaseth, but sufficeth us.
Give Grimes Jim's great gilt-gig whip.
Strict, strong Stephen Stringer snared slickly six sickly silky snakes.

She stood at the door of Mrs. Smith's fish sauce shop welcoming him in.
Swan swam over the sea, swim, swan, swim; swan swam back again; well swam swan.

A haddock, a haddock, a black spotted haddock, a black spot on the black back of a black haddock.
Susan shineth shoes and socks, socks and shoes shineth Susan. She ceaseth shining shoes and socks, for socks and shoes shock Susan.

You know the tongue twister Peter Piper, but there are many other jingles which are harder. One of the simplest and best or worst is, "mixed biscuits." Try saying that rapidly, and if you succeed, say this, a sentence which Londoners frequently have to use: "Stop at the shop at the top of Sloane street."—Cumberland Presbyterian.

McClure's Magazine for February opens with a notable poem by Rudyard Kipling, in which the "White Man" (unmistakably the White Man of the United States) is urged to take up his burden and go forth and fulfill his divine office of master and teacher to his "new-caught sullen peoples, half devil and half child." Following this is an interesting account, by Franklin Matthews, of an actual descent in the Holland diving torpedo boat, illustrated with drawings from life. All the departments are rich in interesting and instructive matter.

SPEAKING SLIGHTLY OF WOMEN.

When a young man habitually speaks slightly of women, one may feel sure that a moral blight rests upon his character. A scathing rebuke was once conveyed to a man of this class, who, at a public dinner, at which no ladies were present, was called upon to respond to the toast "Woman." He dwelt almost entirely upon the frailties of the sex, claiming that the best among them are a little better than the worst, the chief difference being in their surroundings. At the conclusion of his speech, one of the guests arose and said: "I trust the gentleman, in the application of his remarks, refers to his own mother and sisters, not to ours." This young man in his low estimate of woman unconsciously verified a sententious saying by the author of *Youth*: "The criterion of man's character is not his creed, religious, intellectual or moral; it is the degree of respect he has for woman." As a contrast to the light and flippant tone in which too many young men of the present day speak of the other sex, is the noble tribute from an eminent clergyman, who says: "I am more grateful to God for the sense that came to me through my mother and sisters of the substantial integrity, purity and noble womanhood than for almost anything else in this world."—Church Advocate.

ORIGINAL CONSTITUTION OF THE UNITED STATES.

The original constitution of the United States was written upon a long roll, that was afterwards cut up and put under glass in five oak frames two inches deep and 14x19 inches in size.

In four of these frames are parchment sheets easily filling the space, on which are written the constitution of the United States. In the fifth frame are the signatures and the resolution submitting the document to the states for ratification.

This is the original of our national constitution—the only constitution our republic ever had. Most states of the union have had from two to half a dozen constitutions and the empire state has recently changed its constitution again.

The lines of this original constitution of the United States run across the sheet and the penmanship is very coarse.

The preamble, which so many of you can repeat, is separated from the text by a narrow space and there is no attempt at fancy lettering in the opening words, as there is in the articles of confederation.

Many of the signatures are the same as are found at the bottom of the declaration of independence.

The amendments, even the very first one, do not

form part of this original, but are written upon separate rolls of parchment and preserved in tin tubes that stand in the corner of a closet. The number of these tubes is greatly increased by those that contain the official ratifications by the states. The earlier of these ratifications includes approval of the constitution and of the earlier amendments.

Later amendments, such as the celebrated fourteenth and fifteenth, adopted at later dates, required separate ratifications and separate tubes.—Harper's Young People.

"America's Working People" is the attractive title of a series of articles which begins in the February magazine number of *The Outlook* with a paper on "The Old Factory Towns in New England." The series will include twelve articles, and among other topics are: "The Coal Mines," "The Iron Centers," "The Great Wheat Ranches," "Co-Operative Experiments," "Cotton and Sugar Plantations." The articles are written by Mr. Charles B. Spahr, of the Outlook editorial staff, author of the book, "The Present Distribution of Wealth." The material was obtained by several months' travel and personal study in the industrial centers of America. (\$3 a year. The Outlook Company, New York.)

The cover of "The National Magazine" for February truly carries with it the appropriate national spirit that permeates the magazine. It represents Washington holding firm in his grasp the stars and stripes representing all States in the Union of today. The design is treated in a broad and massive style and appeals to the natural spirit of the times. The design suggests that in spirit Washington is still a living presence in national life, and the twenty-second of February is no empty and meaningless holiday in the annals of American history. The National Magazine is getting to the front by leaps and bounds, and this February number makes a long leap.

"Minnie," said a mother to her naughty 9-year-old daughter, "what's the reason you and your little brother Harry can't get along without quarreling?"

"I don't know," was the reply, "unless it's because I take after you and Harry takes after papa."

Little Tommy, aged 4, was visiting in the country, and the ringing of a bell to call the farm hands to dinner interested him very much. One day he noticed a cow with a bell on and asked:

"Grandpa, does zat ole cow wing ze bell when ze little calkie's dinner is weady?"

Children's Corner.

Polly Putoff.

Her real name was Polly Putnam, but everybody called her Polly Putoff. Of course, you can guess how she came to have such a name. It was because she put off everything as long as she possibly could.

"Oh! you can depend on Polly for one thing," Uncle Will would say. "You can depend on her putting off everything, but that is all you can depend on." And, I am sorry to say, he spoke the truth.

"Polly, Polly," mother would say in despair, "how shall I ever break you of this dreadful habit?"

It was just three days to Polly's birthday, and she had been wondering very much what her mother and father intended to give her. She thought a music box would be the best thing, but she was almost afraid to hope for that. A man who went about selling them had brought some to the house, and Polly had gone wild with delight over their pretty musical tinkle.

"Polly," mother said that morning, "here is a letter that I want you to post before school."

"Yes, mother," answered Polly, putting the letter in her pocket.

As she reached the school house she saw the girls playing, and she stopped "just a moment." Then the bell rang, so she could not post the letter then. She looked at the address. It was directed to a man in the next town. "Oh, it hasn't got very far to go. I will post it after school."

After school she forgot all about it. "Did you post my letter, Polly?" asked mother when Polly was studying her lessons that evening.

Polly's face grew very red, and she put her hand in her pocket. "I will post it in the morning," she said, faintly.

"It is too late," answered mother. "The man to whom the letter is directed went away this evening, and I haven't got his address. It really only matters to yourself, for it was an or-

der for a music box for your birthday."

"O mother!" exclaimed Polly, "is it really too late?"

"I don't know where he is now," said mother. "If you had not put off posting the letter he would have received it before he started, and sent the music box. It is too late now."

Wasn't that a hard lesson? It cured Polly, though; and she has nearly lost her old name.—Union Signal.

Paying for His Tools.

J. F. COWAN.

"Mamma, please let me stay at home from school to-day," Frank pleaded. "Tom Styles is going skating and wants me to go with him. I don't see why I should have to go to school every day. I'm tired of it anyway."

"I suppose you do get tired of it sometimes, Frank," answered his mother; "but vacation will soon be here, and then you will have a resting spell. An education is the only thing I can give you, and I want you to miss no opportunity which is within your reach."

"But I don't see why you need to care so much about it, mother. There are other boys who don't go to school and they have lots of fun and earn lots of money. Why can't I? I don't like to study, it doesn't do me any good. I wish I could earn money."

"You are earning money," answered his mother.

"How?" exclaimed Frank, thrusting his hands down into his pockets as though he expected to find some of it there, and then drawing them out empty.

His mother answered his comical look with a merry laugh. "It isn't in your pocket, yet, but it will be some day. You can't earn money without tools and you can't get tools without buying them. Fred Ashton, our neighbor's son, begins work to-day as a carpenter."

"I wish I were a carpenter and could earn three dollars a day," said Frank.

"But think how he has worked as an

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is of the greatest value as a **Tonic** and **Vitalizer** where the system has become debilitated by exhaustive illness.

Especially recommend-
ed for the relief of nervous-
ness and exhaustion so
common with the **grip**
patient. *Pleasant to take.*

For Sale by Druggists.

apprentice for less than three dollars, some of the time for almost nothing; and think of the scores, and almost hundreds, of dollars that he has had to expend for tools with which to work," replied his mother.

"Well, I'd be willing to pay out the money for tools if I could earn three dollars a day," replied Frank.

"That is just what you are doing," said his mother, "when you go to school. You are buying your tools."

"Tools?" exclaimed Frank in astonishment. "Well, I don't get them very fast, for I have never seen any of them."

"Nevertheless you are getting them," said his mother, "and one of these days you will have a full set, and will

be ready to start out in your lifework, whatever it may be."

Frank looked astonished at his mother's words, until she explained further. "Every man does not earn his living by handiwork. Can't you think of one who earns money without having a set of tools for his hands?"

"Yes," said Frank; "there's Will Franklin. He's a bookkeeper; doesn't need anything but a pen."

"Are you sure?" questioned his mother. "If Will Franklin had never studied the multiplication table and the arithmetic, and had never taken pains with his copy book and his spelling book, where would be his tools for earning eighteen hundred dollars a year—which is five dollars a day, instead of three?"

Frank saw it in a moment, and picking up his cap said, "Well, mother, I guess I can afford to go to school, even when I don't want to, if I can get a set of tools in that way which will earn me as much money as Will Franklin." And away he went.—S. S. Advocate.

What Can We Do?

O what can little children do to make the great world glad?
For pain and sin are everywhere, and many a life is sad.
Our hearts must bloom with charity wherever sorrow lowers,
For how could summer days be sweet without the little flowers?
O what can little children do to make the dark world bright?
For many a soul in shadow sits, and longs to see the light.
O we must lift our lamps of love, and let them gleam afar;
For how should night be beautiful without each little star?
O what can little children do to bring some comfort sweet,
For weary roads where men must climb with toiling, way-worn feet?
Our lives must ripple clear and fresh, that thirsty souls may sing;
Could Robin pipe so merrily without the little spring?
All this may little children do, the saddened world to bless,
For God sends forth all loving souls to deeds of tenderness,
That this poor earth may bloom and sing like his dear home above;
But all the work would fail and cease without the children's love.—Sel.



POETRY OF THE SEASON. Compiled by Mary I. Lovejoy, compiler of "Nature in Verse," 12mo, 336 pp. Cloth. Introductory price, 60 cents. Silver, Burdett & Company, Boston, New York, Chicago.

This beautiful collection of nature poems is well suited for a supplementary reader for grammar grades, and also as a book for home reading. The nature study, which forms so important a feature of school work, is greatly aided by the reading of apposite poetry in connection with the routine lessons on plant and animal life. The beauties of nature have always been favorite themes with the great poets, and some of their most exquisite poems are descriptive of birds and flowers and the varying phenomena of the seasons. In this work is brought together some three hundred delightful nature poems, representing over one hundred and seventy authors. The very full index of authors with their respective poems is of great advantage. It would be hard to find a more choice or more beautiful collection of nature poems, and the book will be acceptable to all lovers of nature, young or old. The numerous text illustrations, in the form of appropriate head and tail pieces, initials, etc., add much to the attractiveness of the volume; and the four full-page cuts are beautifully illustrative of the several seasons. That for winter gives a view of Boston Commons in the "big snow-storm" of February, 1898. The binding of straw color with a dainty design stamped in green ink is an attraction in itself.

ELEMENTARY ENGLISH. By E. Oram Lyte, Ph. D., Principal First Pennsylvania State Normal School, Millersville, Pa. Cloth, 12mo., 160 pages, with numerous illustrations. Price 35 cents.

ELEMENTS OF GRAMMAR AND COMPOSITION. By the same author. Cloth, 12mo., 224 pages. Price

50 cents. American Book Co., New York, Cincinnati and Chicago.

These books include and cover a complete graded course in language lessons, grammar and composition for study and practice in the primary and grammar grades of schools. Believing that English grammar is one of the most valuable and stimulating studies in the course, the author has endeavored to present the subject in such a way that the pupil will become interested in the study from the first, and will soon be able to express his thoughts with ease and correctness.

The first book furnishes material for primary language work, and shows how this material can be used to the best advantage. The child is given something to do at every point. The lessons are easy and practical. The book is copiously and intelligently illustrated.

The second book is also constructed on the principle that the best way to gain a working knowledge of the English language is by the natural or laboratory method. The book is therefore largely made up of exercises, and "practice" is the keynote from beginning to end. The pupil is led to correlate his own work with the best examples of construction and style in the language, and thereby to deduce and apply his own grammatical rules and usages. Every teacher ought to have Dr. Lyte's books for reference and supplemental work whether they are his adopted text or not.

HISTORIC PILGRIMAGES IN NEW ENGLAND. Among Landmarks of Pilgrim and Puritan Days, and of the Colonial and Pre-Revolutionary Periods. By Edwin M. Bacon. 12mo. 486 pp. Over 120 illustrations. \$1.50. Silver, Burdett & Co., Boston, New York, Chicago.

If there were any doubt as to the need of another book about Yankee-land it is cleared by the appearance of Bacon's *Historic Pilgrimages in New England*.

Mr. Edwin M. Bacon—a Yankee of the Yankees, and sometime editor of

the Boston Advertiser—conceived a happy idea for a new book on the subject, and he straightway set out to construct one which combines with a gossip discussion of disputed myths and yarns an exceedingly accurate narrative of about all that is significant in the history that clusters about Massachusetts Bay, together with a delightful description of the monuments and antiquities that yet remain to mark the early times. The book is written in a very interesting manner, and holds the attention of all by its vivid description of these historic scenes; it meets the desire of the student for a convenient compilation of what he cares most about in the early history of New England. It meets the tourist's wish for a book which is at once a preparation and a souvenir. It will be very acceptable for supplementary reading in schools. It is handsomely illustrated and beautifully bound.

COMMISSIONER HUME, a Story of New York Schools. 16mo. pp. 210. Manila 50c, cloth \$1.25. C. W. Bardeen, Syracuse, N. Y.

Everybody who has read Roderick Hume will want to read Commissioner Hume. C. W. Bardeen is very modest or this book would have been on the market several years ago. It is true many of the scenes described are much improved now, but the pictures so graphically given will be readily recognized in many places even yet and all will be much interested in the School Commissioner as he was twenty-five years ago.

Catarrh Cannot be Cured

with LOCAL APPLICATIONS, as they cannot reach the seat of the disease. Catarrh is a blood or constitutional disease, and in order to cure it you must take internal remedies. Hall's Catarrh Cure is taken internally, and acts directly on the blood and mucous surfaces. Hall's Catarrh Cure is not a quack medicine. It was prescribed by one of the best physicians in this country for years, and is a regular prescription. It is composed of the best tonics known, combined with the best blood purifiers, acting directly on the mucous surfaces. The perfect combination of the two ingredients is what produces such wonderful results in curing Catarrh. Send for testimonials, free.

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Literary Notes.

"The Progress of the World," the editorial department of the Review of Reviews, deals this month with the new problems of colonial administration now confronting the country, with the senatorial campaigns in the different States, with the polygamy question, with the question of army beef in its bearings on the reorganization of the War Department, with our recent industrial progress, protective tariffs, and the "trusts," and with the month's developments in foreign politics.

Houghton, Mifflin & Company, of Boston, Mass., the publishers of the Atlantic Monthly, announce a special rate to new subscribers of fifty cents for a trial subscription to the Atlantic Monthly for three issues.

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Scribner's Magazine for February brings forward several more of its attractive features for 1899. It is not a "War Number," although it contains one of the most graphic things yet written about the war—the second instalment of Governor Roosevelt's serial on "The Rough Riders."

With the idea of stimulating a more active interest in the matter. The Ladies' Home Journal offers a series of prizes for the best decorated school rooms. The competitive contest will be carried on by photographs, and pictures of school rooms in which artistic or unusual ideas for decoration have been successfully carried out, are invited. With a generous cash offer as an incentive, it is hoped that school children everywhere may turn their attention to the decoration and embellishment of the rooms in which they spend so great a part of the most impressionable period of their lives.

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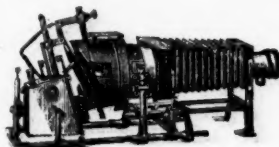
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As when you tried your wings one day;

Down to the porch you flew,
Close to my open cottage door;
You have not learned to fear,
For in across the soft rugged floor
You hop—while I sit near.

Gazing at me with wonder eyes
(I thinking of the cat),
When up—away—to my surprise
You mount my Sunday hat.

And settle down to take a rest
Upon the very crown;
Never was hat more finely dressed
Though jewels load it down.

I think of Poe's night raven guest,
But you—you come by day—
And nestle snugly in your nest
As if you meant to stay.

No evil omen do you bring
To cloud my sunny life;
No fair day friend you to take wing
When wintry storms are rife.

Ah, no; this pleasant winter day
You come with note of cheer,
To tell me you fare well—always—
God keeps us all the year.

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I asked an aged man to-day.

"Cold, very cold," he made reply,
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"What will the coming winter be?"
I asked another prophet old.

"Mild, very mild; but little snow,
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"What will the coming winter be?"
The weather man repeated slow;
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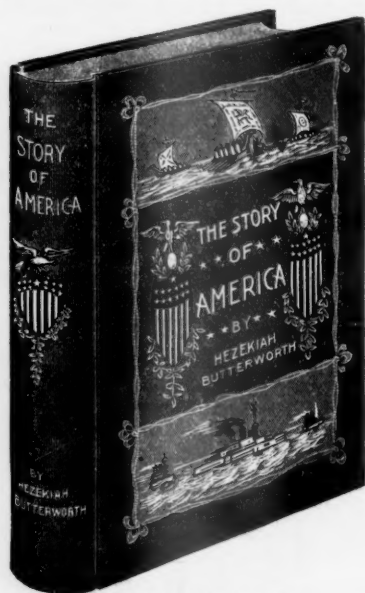
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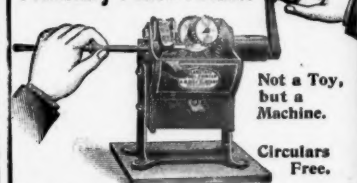
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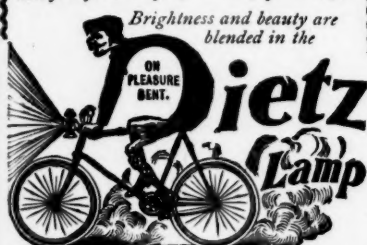
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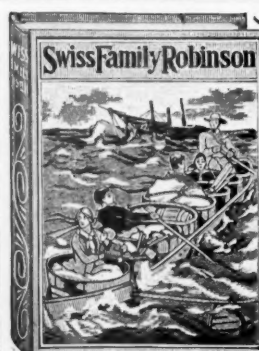
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